

GRADE ONE

Here and Across the World

Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

1-1.5 Illustrate different elements of community life, including the structure of schools; typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge: In Kindergarten (K-1.2) students explained how changes in modes of communication and transportation have changed the way that families live and work, including e-mail and the telephone as opposed to letters and messengers for communication and the automobile as opposed to the horse for transportation. In second grade (2-2.5) students will compare the history and features of the local community with those of different communities around the world.

It is essential for students to know specific elements of community life including education, jobs, issues of transportation and communication, and the relationship between family, school, and community. Students should recognize that schools are normally arranged by grades K-12, with specific grade levels representing elementary, middle, and high school. In addition, students should know examples of typical jobs in their communities. This includes teachers, doctors, lawyers, and police officers; but should also include jobs unique to each individual community. Students should understand the interdependence of family, school and community through such organizations as the PTA, community recreation departments, churches and others. Students should recognize that communities are protected through their local fire and police departments. The communication systems available across communities include radio, TV, satellite, cell phones, high-speed internet, and e-mail. While, typical types of transportation in communities include bicycles, cars, taxis, or buses.

It is not essential for students to know the hierarchy and management structure of schools or the types of wages earned in different jobs. It is also not essential for students to understand how schools, along with transportation and communication systems, are financed and built. Students also do not need to have a technical understanding of communication or transportation systems.

Assessment guidelines:

Appropriate assessment requires students to *illustrate* different elements of community life; therefore, the primary focus of assessment should be to **exemplify** aspects of community life. However, appropriate assessments should also require students to *recall* information about the structure of schools, typical jobs, the interdependence of family, school, and the community, and the common methods of transportation and communication across communities; and to *identify* the importance of transportation and communication systems to schools, families, and communities in general.